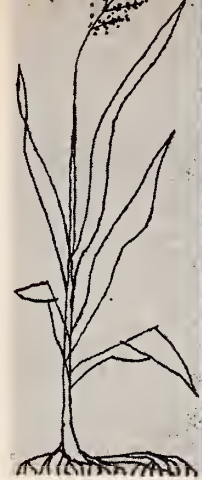


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PUBLIC AFFAIRS



EXTENSION SERVICE *Review*

DECEMBER 1959



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U. S. DEPARTMENT OF AGRICULTURE



EXTENSION SERVICE *Review*

Official monthly publication of
Cooperative Extension Service:
U. S. Department of Agriculture
and State Land-Grant Colleges
and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

It's no coincidence that our Constitution begins with the words, "We, the people." The founders of our government clearly conceived it as the people's government. And Abraham Lincoln reaffirmed this in the Gettysburg Address when he spoke of "government of the people, by the people, and for the people."

Our lives today are affected by government more than at any time in our history. Every day we come in contact with government in many forms. Every day government actions take place that affect our future and the future of our children.

Yet we hear charges that many people take little or no interest in public affairs. We hear that people are willing to "let George do it" when it comes to voting and making their voices heard in other ways on public policy matters.

Are people indifferent to public affairs? Or do they just appear indifferent because they haven't been stimulated to action?

No, people aren't indifferent. The articles in this issue prove that. When people are given an opportunity to discuss issues and express their opinions, they respond enthusiastically.

I read the other day that one of the biggest challenges to those who enjoy our form of government is that it's a "do-it-yourself" affair. Just like any other do-it-yourself project, people must have tools with which to work. Extension can provide these tools.

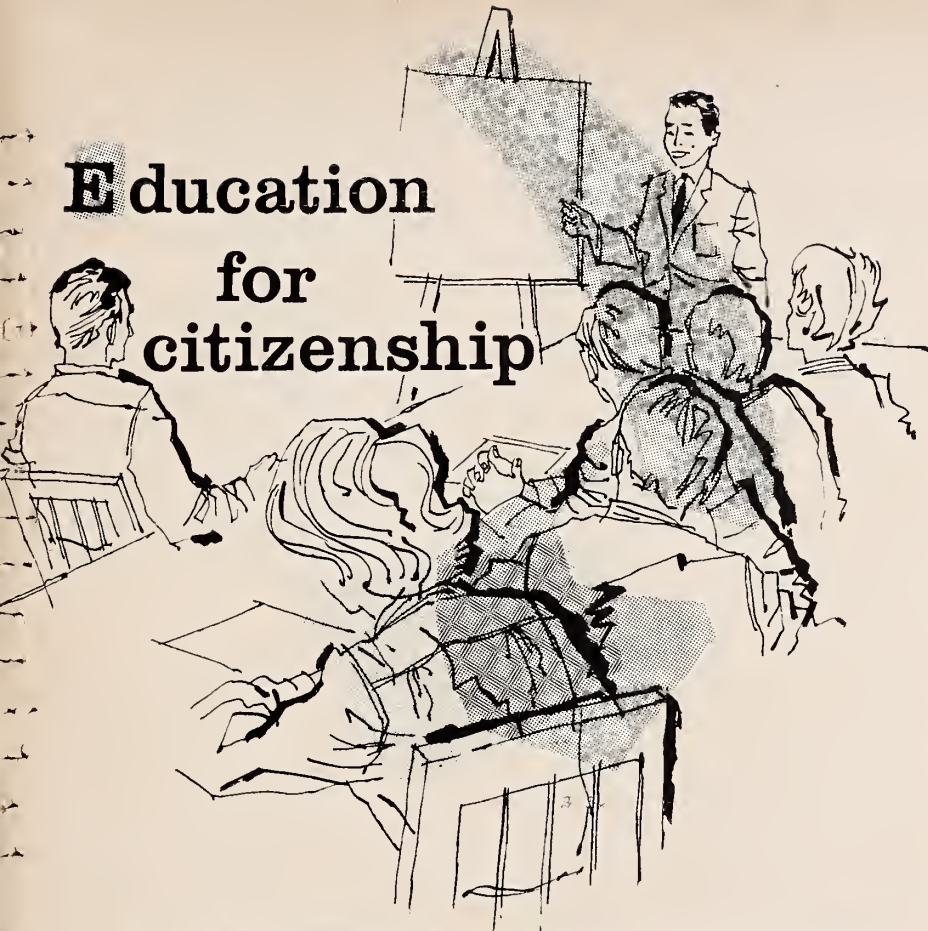
As you'll see in this issue, people are turning to Extension for help in acquiring facts on public policy matters and for methods of analyzing these facts. They want and need this help so they can exercise their responsibilities as informed citizens. Providing assistance in this area, in ample portions, may well be the biggest challenge that has ever faced Extension.

Next Month: Professional improvement for carrying out today's extension jobs will be the theme of the January issue. Some articles will point out the importance of keeping up to date. Others will tell why an extension worker chose a particular route to improvement—graduate school, summer school, reading, and travel—what he gained from it, and how he applied it in his work. And we'll have announcements of 1960 regional summer schools and scholarship offerings.—EHR

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Education for citizenship



by C. O. YOUNGSTROM, Associate Director of Extension, Idaho

WHAT business does Extension have in public affairs?

The question deserves an honest answer—one on which county staff people can rely, because much of the job will fall on county agents when the ball rolls. Otherwise it will not roll at all except in high level plans of optimistic administrators or through the efforts of a few dedicated specialists.

The first question suggests others. Is it a responsibility of Extension to offer information and leadership in fields not directly connected with the technical aspects of agriculture and home economics? Is Extension expected to be or pretending to be all things to all people? If we get tangled up in hot issues, will we lose our traditional position of impartial educators?

How about public affairs in the international theater? How can a county agent do justice to beef production, poultry, clothing classes, or 4-H achievement days if he has to bone

up on the effects of tariff or trade policies? What is Farmer Jones going to think if a new aphid is getting his alfalfa, he calls to get help from the county agent and finds the agent is speaking to a civic group about a zoning ordinance?

These situations may seem exaggerated. They are, but not much. They represent problems in translating public affairs from the impressive pages of the Scope Report to the front seat of reality.

Extension's Job

Much timidity about tackling public affairs, where timidity exists, is caused either by a lack of understanding or by a narrow interpretation of Extension's mission, "to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and securing the application of the same."

Public affairs education is educa-

tion for citizenship. The Extension Service has been concerned with that from the beginning. The idea isn't new. Extension has offered its knowledge and methods to many individuals and groups confronted with decisions on public matters through the years. The part Extension has played and is still playing has not always been identified as public affairs education. It often has been blended in as part of the regular job.

The increasing complexity of economic, social, and political patterns indicates that Extension may well need to give more attention to helping folks get a better understanding of public problems. Requests for this kind of educational help support this position.

The land-grant college-USDA system has contributed substantially to agricultural progress and economic development. So we must accept responsibility to help rural people and others meet the problems that arise in this setting of rapid technological advance.

Mutual Interests

The interdependence of agriculture on other segments of the economy has brought urban and rural interests closer together in the field of public affairs. They have a common need and desire for a better understanding of government, schools, health, industrial development, and international relations.

If the lives and wholesome development of people are as important to Extension as the gains of steers or the influence of gibberellic acid on plants, then public affairs have a proper place in our program. The answer is clear. They are and they do.

All areas have problems of economic, social, and political development that call for public action. Decisions must be made. People want to know what will happen if they take a certain course rather than another. The wisdom of their decisions depends upon their information. When they weigh the alternatives, they hope to make a choice that will be beneficial in the long run for themselves and the general public.

(See *Citizenship*, page 271)

Public Affairs in a Changing World

by JOSEPH ACKERMAN, Managing Director, Farm Foundation

PHENOMENAL changes have been occurring in agriculture—the tools employed, the methods applied, the people who manage and operate farms, and their relationship to the rest of society. The gulf between commercial and subsistence farms continues to widen.

At the same time, the geographic boundary between city and country is disappearing. The city no longer has a separate water, school, or tax problem. Rural and urban life are so interwoven that we can no longer think of the welfare of one sector without considering developments in the other.

All of these changes have been reflected in the requests made to extension workers for unbiased and factual help in public affairs.

Early extension workers were asked to provide help on such things as organization of cooperatives, consolidation of schools, and development of equitable tax policies. In the agricultural depression days of the 1920's, emphasis was placed on tariffs, taxation, roads, and schools.

Since the 1930's, governmental programs of farm price support and production adjustment have been a major concern. With the increasing importance of international relations, foreign trade has become another area of importance.

Educational Possibilities

Extension, with its unique organization and demonstrated competence, is widely recognized as the most potent force in adult education today. And Extension is recognizing its opportunities and challenges in the area of public affairs.

Opportunity is provided for in-service training of agents in public affairs. A recent example is an 8-day agents' school in Minnesota on zoning and land use.

County agents are encouraged to take advanced work. Nearly 1,500 of them have taken courses in public affairs at regional extension summer schools during the past 10 years. And probably that many more have taken advantage of similar courses at their own institution. The Farm Foundation has provided scholarships for about two-fifths of the agents taking the public affairs courses at the regional summer schools.

The Farm Foundation has been interested in public affairs education for the past 10 years. Since 1951 it has sponsored annual conferences on Increasing Understanding of Public Problems and Policies. These assist extension workers in this field through presentation of timely and useful information and discussion of effective techniques for presenting this information to groups.

Melding Resources

Intelligent decisions on public affairs usually require facts and figures from many fields, including politics, economics, and sociology. Within each discipline, we need effective cooperation between specialists, research workers, teachers, and other staff members.

Often assistance of others outside the USDA-land-grant college system is needed to serve people adequately in public affairs education. In fact, Extension's greatest opportunity frequently lies in helping local people obtain other resources.

The conclusions drawn or the actions taken are the prerogatives of individuals or groups. The task of the extension worker is to point out the economic and social consequences of alternative choices. His role is encouraging logical analyses by the people that will be affected, so that the results will be consistent with their goals and values.

Farm forums of the kind now conducted by several States are a good way of presenting factual background information. Opinions and personal values can be brought into the discussion through panel presentations and audience participation. Among the questions handled effectively by these techniques are farm programs, foreign trade, and U. S. foreign policy.

Teaching Techniques

Short courses are an effective means of helping local leaders better understand the basic economic principles which are important in making sound policy decisions. These leaders can then serve as informal educators at school meetings, farm organization meetings, or wherever people get together. Short courses have been especially effective on such issues as taxation, schools, roads, zoning, and land policy.

Meetings not specifically designed for public affairs education can often be used to present facts and alternatives on policy issues. The features of proposed brucellosis legislation are appropriate subject matter for a dairy meeting, federal orders at a marketing meeting, local health legislation at a homemakers meeting, safety laws and policies at a 4-H meeting.

Mass media can effectively stimulate interest on public issues. And they can help extend meetings and forums to a wider audience.

Extension has: the organization to do public affairs education, the resources either within the staff or available to it, the know-how from tested and proven techniques, and the confidence from successfully operated programs in public affairs. The challenge is organizing to service more fully the demands of local people in a rapidly changing world.

an Opportunity and a Challenge



by E. L. PETERSON,
Assistant Secretary,
U. S. Department of Agriculture

TODAY we live in a rapidly shrinking world. With jet-propelled transportation, we are only hours away from any corner of the globe. And the world's vertical frontiers are limited only by the capacity of the mind of man.

As our space scientists reach toward the stars—figuratively and literally—the lives of American people are increasingly affected by events taking place beyond the farm fence and beyond geographical boundaries. Their lives are becoming more intimately involved with government activities at every level—local, State, Federal, and international.

Whole Picture

To make intelligent decisions on this ever-broader range of issues, the American people need a continuing flow of accurate information about them. They need to know how to get, analyze, appraise, and use such information. People cannot think in a vacuum. Without the facts, public discussion is but the pooling of ignorance.

Education in public affairs offers

Extension one of its greatest opportunities and challenges. Our form of government can function well and effectively only to the degree that we have an informed, intelligent, alert, and responsible citizenry. Extension can help people equip themselves to make policy choices with full knowledge of the alternatives which stem from these decisions. It can do so without becoming either a protagonist or antagonist for any particular course of action.

New Vistas

Public affairs education is not a blanket that covers the universe of economics and sociology. Nor is it confined to questions of agricultural policy, important as these are and will continue to be.

Educational work in this field, for example, may be concerned with such local questions as taxation, zoning, and schools. In fact, the experience of a group in handling local issues may be the "undergraduate" training needed to prepare them for "graduate school" problems of broader dimensions.

Extension is part of a revolutionary system of education dedicated to the concept that every citizen is capable of contributing to the development and growth of our society. This system was conceived in the idea that education is the common property of all who would avail themselves of it.

And this idea has proven its worth. From the classroom, the laboratory, the field station has come the genesis of the American agricultural revolution, an achievement in productivity the like of which the world has never seen.

This outpouring of knowledge had to be taken out among the people where it could be used and applied successfully. In carrying out this job, Extension has won a position of trust, confidence, and leadership throughout rural America. It has proven the concept that people armed with knowledge, and understanding how to use it, can successfully overcome any challenges they may face.

Today, with rural living increasingly affected by off-farm forces, extension has a responsibility to acquire

and convey factual information necessary to informed participation in public affairs. This is a big challenge.

Researchers also have a big challenge—to obtain all the pertinent facts on an issue. And research in this field is difficult. It often lacks the precision of statistical research or proven methods in the physical sciences. But the fact that the field is difficult does not relieve research workers of the responsibility to explore the field and try new techniques.

By the same token, Extension cannot shrug its shoulders to its educational responsibilities because a field is controversial or because there are no clearcut "yes and no" answers.

In presenting information on public affairs, the extension worker must be objective. He must continue to be an effective, respected, and trusted educator.

This is a delicate role. In some cases, it is not unlike the role of the circus tightrope walker. The extension worker must maintain a balance, giving all information on both sides of an issue without favoring one over the other.

More Is Required

But extension work in public affairs requires more than objective fact presentations. This must be more than a cafeteria line of facts from which people can select only those they want. The people must be given all the facts and they must be stimulated to analyze these facts and apply them to their particular problems. Then the people can act in line with the decisions they have reached. It is through concerted public opinion that public policy is established.

Under our representative form of government, free men have created more goods and distributed them more widely to the benefit of themselves and their fellow men than has ever before occurred in the history of man. If we believe in this system, then we will accept the challenge of providing sufficient information to enable our rural people and all America to choose intelligently the public programs and policies which will affect their future.

Training in Public Affairs

by DR. TYRUS R. TIMM, *Head, Dept. of Agricultural Economics and Sociology, Texas*

EDUCATIONAL work in public affairs can be successful. It requires administrative support, competent leadership, and county agents who believe this subject matter will improve their programs.

First essential for success is for the director and other administrators to decide if educational activity in public affairs will benefit their total program.

Background Needed

If the decision is to give public affairs a trial run, what's next? A competent specialist will be needed, preferably one trained in agricultural economics, rural sociology, political science, and public administration.

Proper attitude and tact are important as public affairs issues are not subject to precise scientific analysis. The specialist must possess the qualities of a good leader and must cooperate closely with other specialists. He must be equally at ease at "forks of the creek" meetings or in suave business clinics and forums.

If an advisory committee is established, it should be only as a sounding board for the specialist to pretest his subject matter and methodology. The specialist can handle the overall job of dispensing subject matter, obtaining staff cooperation, and fitting into the extension program more effectively than a committee.

And the leader must see clearly what he is leading toward if he expects others to follow.

Initial job for the specialist is to overcome reluctance among county agents who fear they cannot do good educational work in this field.

"Some ranch people in my section pay high income taxes and resent it," one agent related. "They are automatically against all government expenditures, and feel that all governmental farm programs should be stopped."

Many agents feel they can do something about such situations. One commented after 3 weeks training in public affairs, "Before taking this course, 'agricultural policy', in my mind, was synonymous with

'hands off policy'. All I needed was a spark of confidence."

At the outset, the specialist can overcome much of the fear among county agents by preparing simple demonstrations for county use. For example, in a demonstration analyzing government expenditures he might show that of each \$100 the Federal Government spent in 1958 for all purposes, only 8c went to agricultural extension services.

Technical Tie-in

Many public affairs issues are closely related to technical agriculture. Public policy questions often arise during farm visits in which the agent is engaged in helping the farmer on some technical problem.

The farmer may ask, "What about this talk of a two-price system for wheat?"; or "Do you suppose convertibility of currency can help the export market for grain?"

Now the farmer doesn't expect the agent to come up with a ready answer. But, as one agent says, "He does expect me to understand what he is talking about, and he expects me to carry on an intelligent conversation on the subject."

If the specialist shows county agents how public affairs education can help them to obtain additional support from new and influential

(See *Agent Training*, page 266)



County agents discuss agricultural policy in regional summer school course. At right is Dr. Timm, instructor, and second from left is Dr. Joseph Ackerman, Farm Foundation.



Agricultural and home agents discuss use of visuals in public affairs meetings.

FARM FORUM APPROACH

by LUTHER PICKREL,
Economist in Public Affairs, and
PHILLIP J. TICHENOR,
Information Specialist, Minnesota

THE New England town meeting idea—with a little streamlining—has had a thorough workout in Minnesota.

In the Gopher State, it's called the Farm-City Forum. And it has turned out to be one good approach—though only one—to public affairs education.

While the forums vary from one place to the next, two things stay the same. First, local citizens hear specialists discuss top local and national issues. Second, everybody at the forum can ask any questions they like—no matter how pointed or controversial.

Public affairs education is a three-pronged proposition. It must provide training for county agents, training for rural leaders, and direct work with the public.

The forum helps with all three. It's one device that fits in nicely as part of an overall program involving a variety of approaches. The forum is a good ice-breaker; it stimulates among many people an interest that might not have existed before.

How It Began

Minnesota farmers, consumers, and local businessmen were finding they needed to be better informed. Evidence of this need cropped up everywhere. County agents got scores of requests for information. State specialists heard about it. Questions came to educators, public officials, and farm leaders as well. Some



Mass media support contributes to Farm Forum series' success. An estimated million people were exposed to news coverage.

queries were from individuals; some were from organizations.

People wanted to know the strengths and weaknesses of current and proposed agricultural programs. They wanted more dope on the farm situation and other public issues.

The forum seemed to be a logical approach. So Minnesota extension workers gave it a whirl, starting in the 1956-57 winter. About 30 forums were held around the State during that and the following winter, with some 9,000 people attending.

As an example of how an individual forum took shape, let's look at one held in Worthington. In the fall of 1957, a group of local farm and civic leaders asked Nobles County Agent Ross Huntsinger to set up a forum. He agreed to coordinate one.

Worthington people got behind the idea. The local daily said, "There is a host of reasons why people should attend. The general theme—What are the best solutions for common problems facing county and area farmers and businessmen—is of interest to our two biggest economic groups. Most farmers and businessmen, regardless of political affiliation, agree on one thing: That the present condition of our agricultural economy could stand improvement.

"Simply put, the first purpose of this forum is to stimulate an active interest in the major public problem on the part of all citizens, rural and urban." Readers were urged—as they were at all forums—to ask any questions they wished, no matter how controversial.

Support Snowballed

Huntsinger got ready cooperation from the Farmers Union, the Farm Bureau, and local civic organizations in planning the forum. From the University's information service came a publicity packet which helped give the event a good push. These materials included: general announcement story, suggested circular letter to local farm families, mimeographed poster for local use, "cartoon" mat for local newspapers, mats and biographical material on all speakers, and suggested letter to newspaper editors telling about the event.

A well-rounded slate of speakers appeared at the forum in January 1958. Each speaker covered a specific topic.

After the speakers finished, a barrage of questions came from the
(See *Farm Forum*, page 266)

Training Women for Citizenship

by ELEANOR E. SMITH, Home Economics Writer, Indiana

DELEGATES to Purdue University's 1959 Citizenship School for Women learned about government from successful political practitioners—elected State officials of both major parties. Some 150 women from most of the State's 92 counties heard ideas ranging from a definition of political cynicism to an appeal to inform themselves and then go to the polls.

The school, sponsored by the State Home Demonstration Association and county home demonstration councils with the cooperation of the Indiana Farm Bureau, has been held annually since 1956.

In 1953, the State executive committee of the association, believing that the strength of a democracy rests upon an informed and active citizenry, appointed citizenship leaders in each district. These leaders spent 2 years gathering ideas and testing presentations that could be used in community voter education.

The primary purpose, according to Eva L. Goble, State home demonstration agent, is to develop "an appreciation of the need for informed participation in the State government." This is accomplished through knowledge of the practical ways in which women can function as citizens, through appreciation of the

operation and function of political parties, and through development of understanding of current issues.

Two delegates from each county enroll in the school and receive training and education materials which they can use to promote participation in government and better citizenship in their counties.

Pointers for Voters

This year's 3-day school was key-noted by J. B. Kohlmeyer, agricultural economist. He told delegates that the machine candidate will win an election seven out of ten times, barring war, depression, or an exceptionally strong opponent. Pointing out that if more people were interested in politics, this would not be true, he advised delegates in aspects of precinct politics.

Practical problems at the local level continued to dominate the program as a panel discussed—How Women Contribute to Politics and Government. Three women legislators said that for a woman to be successful in politics, she must have persistence, integrity, and ability to compromise.

Dr. Kenneth McDermott, agricultural economist, discussed Pains and

Gains of Progress. He pointed out that material advances bring about social changes and these in turn affect moral values.

Delegates took over an afternoon program. After a briefing session, they divided into groups of business, labor, agriculture, and white collar interests. They were assigned to a group representing a viewpoint different from their own.

The women were coached in the arguments of their side and methods of presentation, then reassembled to present cases before a mock legislative hearing committee. In this way they learned of the complexity of legislative issues and acquired respect for the other fellow's point of view.

The Lieutenant Governor urged the women "to go back home and urge every one of your friends, neighbors, and relatives to go to the polls—and before going to the polls to be well informed. In a republic such as ours, every citizen must participate."

Putting Citizenship Ideas to Work was the title for two skits. In one, Shelby County home demonstration club members presented "practical precincting." Delegates were encouraged to join a political party, to make

(See *Training Women*, page 268)



Hoosier Red Delicious apple is admired by Lt. Gov. Crawford Parker, luncheon speaker, and students at Citizenship School.



Citizen rings the bell during question and answer session. Standing at left is Miss Eva L. Goble, State home demonstration leader.

FOCUS
on...



PUBLIC AFFAIRS

by **EDWARD A. LUTZ**, *Agricultural Economist, New York*

TEACHING teachers to teach teachers" is one aspect of extension education in public affairs in New York State.

That's what we do in State training schools for home demonstration agents and county leaders. At the 1 to 3-day citizenship leader training school, they learn facts on local and State issues, as well as teaching methods. Then they go back to the counties and train home demonstration unit leaders.

This year, for example, Saratoga County Home Demonstration Agent Helen Birchard reported 13 unit leaders trained to teach State government, 11 units later participated, and 199 members were "exposed" to the subject. The "exposure" ranged from a visit to the State legislature to discussions, skits, and quizzes in local meetings.

What We Teach

What do we include under education on State and local affairs? The boundaries might take in milk pricing questions, social security payments, or other issues of direct personal concern to farmers. They might include educational work with public officials, such as highway superintendents and county boards of supervisors.

We also carry on educational work in local and State affairs of less direct personal benefit to people. Their primary responsibility and interest

in these issues are as citizens. Questions include property tax; assessment of property; local and State finance; public schools (purposes, organization, finance, consolidation); town, county, and State government; juvenile delinquency; public welfare.

The longest and most consistent effort has been the annual citizenship leader training schools initiated by the State Home Bureau Federation. It has been carried on more recently through Extension's home demonstration program.

The work with agricultural agents and their supporters has been less highly organized and more dependent upon participation of State specialists. This includes taking part in local forums and regional public affairs meetings, serving as speaker or discussion leader in county meetings, and conducting a series of county sessions for farm leaders.

Written materials include radio talks, discussion leaflets, bulletins, skits, flannelgraphs and charts. A popular extension bulletin, revised several times in the past 15 to 20 years, describes the State election laws. A leaflet on property assessment received widespread interest.

The State citizenship leader training school is carefully planned from the standpoint of subject matter, emphasis upon teaching methods, preparation and availability of teaching materials, and local availability of resource people. Specialists on

local and State affairs participate in planning and conducting the school. And the help of outside persons often is sought because of their expertness in the subject or in teaching methods.

Measuring results in public affairs is more difficult than in areas where we may count blades of grass, compute yields per acre, or calculate income.

One way to appraise the effectiveness of the citizenship leader training school is through requests from counties for its continuation. Reports over the years indicate that tens of thousands have taken part in the programs in varying degrees of intensity. "Customers" are members of home demonstration units and other community groups.

In recent years, extension work on the property assessment issue has coincided with a vigorous program of the State Board of Equalization and Assessment and with interest from the State Farm Bureau Federation and others. A result of all these efforts has been re-assessment of property in many towns and improved equity in property taxation.

Key Pointers

It is important to select topics or issues of general, current interest. Particular questions may be so touchy in a few communities that partisans view any educational effort with suspicion. But this is seldom the case throughout an entire area.

The purpose of work in local and State affairs is to educate in the areas where groups, not individual farmers or farm families, make decisions. Often more than one "right" decision is possible, depending on value judgments of different group members. This means we must present all sides of issues, not back one answer.

Specialists at Cornell do research and extension work in local and State problems. Both activities add depth to citizen education work, though they place obvious limits on time. One way to offset these limits is through the multiplier effect of "teaching teachers to teach teachers" in the citizenship leader training schools.

AN IDEA GROWS

by MRS. MABEL C. MACK,
Assistant Director of Extension, Oregon

A SEED of an idea planted in 1956 has blossomed into a major activity in Josephine County, Ore. The fruit is grass roots discussion—and expression of opinion—on foreign policy issues facing the U. S.

This is the Great Decisions program, sponsored statewide by Extension and the general extension division of the State System of Higher Education, in cooperation with the Foreign Policy Association. A nonpartisan, nonprofit organization, the FPA takes no position on policy matters. It provides information on specific issues and seeks to arouse public interest in them.

The Planting

Actually, the seed was planted in Josephine County in 1956 by a high school social studies teacher. She organized a group of 20 adults who obtained FPA fact sheets and discussed foreign policy topics.

The next year, Extension took the lead in expanding the program. Rizpah Douglass, county home agent, started the ball rolling by inviting key people to discuss the possibility of participating in Great Decisions on a countywide basis.

This group was enthusiastic and immediately organized a council. A dynamic council, vitally interested in Great Decisions, is a must. And it needn't be a large group. Josephine County started with 7—now they have 19.

Discussion groups are the heart of the Great Decisions program, so organizing groups was the next step of the council. First an old-fashioned Town Hall meeting was held so everyone could hear about Great Decisions.

Here's what they learned. Great

Decisions is a program to focus attention on key foreign policy issues. These issues are discussed in small groups, then individuals register their convictions. The opinion ballots are tabulated and sent to the College, where statewide totals are compiled and sent to congressional representatives and the State Department.

Town Hall meetings continue to be popular as a kick-off for the program each year. The next step is to find persons willing to organize discussion groups. Some volunteer at the Town Hall meetings. Others are asked by a council member.

Cultivating Leaders

Leaders of discussion groups are encouraged to invite members with different backgrounds and wide divergence of opinion. Animated discussions result. Groups too much in agreement often fizzle out before all the discussions are held.

Twelve to 14 is a good-size discussion group. Organizers often invite more, hoping the group will divide if it gets too large. Groups like the definite 10-week schedule for meetings.

Some people not able to join a group participate individually. They buy fact sheets (the whole packet costs \$1) and follow the program through newspapers, radio, and television.

High school groups are among the most active in Josephine County. The city librarian says students use library reference material more than



Weekly radio programs are effectively used in Josephine County to tell public about Great Decisions.

adults. And an 11th-grade teacher reports, "I make the social studies program fit Great Decisions. If students want to read about the Civil War, they can go to the library any time." So one day a week her four classes (120 students) study and discuss the fact sheets.

Discussion of Great Decisions doesn't end with the groups. One toastmasters club used the weekly topics as a basis for their talks. A minister reported that Great Decisions helped interest his church members in forming other small discussion groups. He also said this program opened up a whole new world of table topics for his family.

Harvesting Results

Many persons mention how Great Decisions stimulated their interest in world affairs. People read magazines and newspapers and listen to news broadcasts more than ever before.

Another reason for Josephine County's success was the way they localized the program. Oregon State College offered radio tapes of faculty members discussing weekly topics. But Josephine County leaders felt local voices on radio would stimulate more interest.

So they pioneered as the first county to do their own radio programs. Although the county is small (29,000 residents) many people were found who had visited countries dis-

(See *Idea Grows*, page 264)

Give Youth A Voice

by JOHN W. BANNING, *Federal Extension Service*

IF a young person sits in a group discussion and says nothing, many adults think: "He's too immature—he probably doesn't know what we're talking about." If an older person in the same group remains silent, many youths think: "Well, he's a square and doesn't know what's going on in the world."

The above illustrates two fallacies about youth participation in public affairs. One is the fallacy of adults who think experience is a substitute for intelligence. The other is the fallacy of young people who think intelligence is a substitute for experience. Both are quite wrong.

In a democratic society, active citizen participation in all phases of community living is of major importance. Opportunity for young people to participate in public affairs is essential to this goal. It provides the training ground for the development of mature, resourceful adults capable of participating in a dynamic society.

Giving youth a place in community life is not just a matter of training young people for adult responsibilities. Adults too have much to gain from the process.

Critical Role

Max Wolff of New York University says, "In periods of crisis affecting the fundamentals of society, the vision of youth must be blended with the knowledge of experienced elders to create the new basis for tomorrow's social organization. Such a critical period exists today in the American community."

Any major public issue in one way or another has some bearing upon the degree to which young people grow as citizens. And discussions of the issue benefit from the freshness and frankness of the young.

Reviews of youth activities in public affairs show that most community activities for youth are of a serv-

ice nature. Such activities help young people to explore careers, pursue new interests, discover the importance of understanding persons of many racial, cultural, and economic backgrounds, and find the meaning of citizenship. So it is important that this traditional approach be retained.

Young people today, however, can effectively enlarge their participation in public affairs. They have increased opportunities to participate in conferences, work camps, and international exchanges, and a ready store of information available through radio, television, newspapers, and magazines.

But youth need help from adults if they are to participate broadly in public affairs. The adult—singly and as an identifiable segment of the community—is an important key in the discovery, release, and utilization of the skills and potential of youth.

Adults working to bring youth into meaningful participation in public affairs need an understanding of adolescent and young adult behavior, hopes, and aspirations. They need an understanding and acceptance of themselves and their own strengths and limitations. They must know the elements at work in the community that enhance or hinder effective relationships. And they need skill in helping people to work together in groups.

What Youth Want

In April 1958, three 4-H Club members (Richard Manser, Md.; Myrna Long, Pa.; Peter Williams, N. Y.) joined 60 youth of 19 States representing 24 national youth groups in a conference on Youth in Public Affairs. Some recommendations and proposals made by the youth of the Conference are:

- About 15 percent of young people 14 to 25 are interested in Public Affairs. Another 75 percent could be interested in programs which

include community affairs but "they need a little push."

- All communities should look into the possibility of utilizing youth in policy-making positions.
- Youth should be helped and encouraged to get the facts and then write letters to newspaper editors, officials in government, and other leaders concerning public affairs.
- Effective participation in public affairs by youth necessitates investigation, orientation, stimulation, and action.
- Specific areas in which youth are interested are: schools, labor regulations and legislation, exchange programs, international affairs, civil rights, and selective service.
- Youth need adult advisorship and backing. Adults must recognize their responsibility to listen seriously to youth and encourage them to form and voice opinions.
- Youth play an important part in the world of the future. Give youth a real function, goals, a better understanding, and they will definitely improve the community—not only the local community but the world in general.

Youth Achievements

As an example of what can be done, the following was reported at the conference by one delegate:

"You are probably all familiar with the Purdue University High School Opinion Poll which announced that 57 percent of the teenagers polled felt that the average citizen 'should be aloof from dirty politics.'"

"Two years ago this report came to the attention of some of us who were then high school juniors. We thought something ought to be done. Members of the good government group in Somerville High School thought we should develop a project which would educate youth in a healthier attitude toward politics. In the project we had help from the head of the school social studies department. This teacher is representative of the kind of adult guidance we want—where we work together, youth and adults.

(See *Voice of Youth*, page 268)

Farmers Are Interested In Public Affairs

by ANDREW ADAM, Clinton County Agent, Missouri

FARM people like public affairs, when we give them information with real meat. This is what we found in local Farm Forum programs.

Several agents in this area had the same idea 2 years ago. We had just attended a State district forum. The timely material we received sparked joint county action.

Agents in our four-county group (Caldwell, Daviess, De Kalb, and Clinton) formed a pattern for operating.

Our program is primarily one of presenting economic facts or theory on various segments of the farm program. These are posted on flannelgraphs and kept before the audience. Short talks by economists and selected local farmers follow. Then we break into smaller discussion groups. Finally, we pull the groups back together for reports and a summary.

Planning Details

Here's how we worked. Getting specialist help on a one-county basis would be difficult. Each county in Missouri would have to compete with 113 others. Thus, the idea of going to a four-county group seemed wise.

We aimed for a date far enough in advance to do some thorough planning and get the stage set. First step was a program planning meeting of agents. We held this in Cameron, easily accessible to all counties. Since this seemed a probable location for our forum, we invited chamber of commerce officers and the superintendent of schools.

At this session, agents outlined the objectives of the proposed forum and asked the help of Cameron officials. We needed a meeting place for up to 300 people, parking accommodations, facilities for lunch, and help with local publicity. Not only did our visitors assure us our needs would be met, they also expressed a genuine interest in having the forum in their town.

Continuing with the planning job,

the agents agreed to involve as many farm men and women as possible. Four men were to be asked to make short talks on assigned topics. Twelve to 14 men and women would be group discussion leaders; a like number would serve as secretaries, and one or two persons from each county would be registrars.

Each county agent carried out a publicity program including circular letters, news articles, farm visits, and radio announcements. To have uniformity in printed programs, mimeograph work was done in one county.

Local Reactions

Keen interest of farm men and women in public affairs issues was demonstrated as 268 actively participated in this forum. Under the guidance of 12 group discussion leaders, everyone had an opportunity to give his views on the questions: "What is the main provision we would like to have included in future farm programs? What provisions should not be included in future programs?"

Following Dean John Longwell's opening statement of the College's interest in public affairs, a slide presentation of the current situation was handled by Extension Economist Clarence Klingner. He pointed out such things as the shifts taking place in agricultural production, the step-up in production efficiency, changes in consumer demand, comparative income of industrial workers and farmers, expenditures for price support programs, and long time trends in land use.

Talks by two farmers, from different counties, followed Mr. Klingner's presentation. The topic assigned these men was, *The Effect Farm Programs Have Had in My County*.

A highlight of the forum was the flannelgraph presentation of *What Programs Have Been Tried*, by Wendell McKinsey, agricultural economist. Starting with the program of

the Federal Farm Board and progressing to the Soil Bank, he reviewed the extent of success or failure of each program.

Mr. Klingner and Mr. McKinsey later led a discussion on what might be proposed in the way of national farm programs. This proved to be a highly informative part of the day's program.

One farmer spoke on, *What Kind of Farm Program Is Needed in My County*. He said in part, "Our farm problems have a wide scope. Certainly they are a lot wider than these 4 counties, or the State of Missouri; they are nationwide and even worldwide. Our farm business is definitely linked to the economic structure of the whole Nation. Many of the problems we have originated beyond the farm. They will have to be solved beyond the farm boundary." This talk was transcribed and used later by agents at three civic club meetings.

The audience was divided into discussion groups of approximately 20 each. Following a 30-minute discussion period, secretaries reported the opinion of their groups. Then Mr. McKinsey summarized the entire program.

Values Cited

The forum brought about a better understanding of principles involved in farm programs. One farm lady wrote, "I remember the Forum at Cameron as the best extension program I ever attended. I really felt the delight of learning, of understanding breaking through to me, about a number of problems that had been baffling me."

The writer of this letter took the forum message to her study club. She prepared her own charts and other visual aids. Another club member, commenting about this particular pro-

(See *Farmers' Interests*, page 266)



UNDERSTANDING *Eases the Growing Pains*

by WALLACE E. OGG, *Extension Economist, Iowa*

A MERICANS like technical progress. But we don't always like all the side effects.

Technical progress inevitably means change and adjustment to change. Agriculture is no exception. In fact, agriculture has some unique characteristics that makes adjustment to rapid technical progress especially painful.

Rapid technical progress in an industry is characterized by at least three factors: level of output, size and number of firms, and secondary adjustments for people and communities. Agriculture is no exception.

American agriculture faces the problem of adjusting production to rapidly advancing technology. Public policy has not yet been able to effectively cope with this.

Advancing technology with its increased mechanization is pushing the small farm toward obsolescence. Ex-

pansion in the size of farms and the declining number of farms create side effects. People who leave agriculture need training for non-farm employment. The whole educational system in rural areas does not yet reflect this need.

Rapid changes in agriculture also create problems for towns. In the declining towns, institutions like schools and churches have excess capacity. This pushes in the direction of reorganization. It also tends to let obsolescence develop.

In the growing communities, there is an opposite problem. Facilities tend to be bursting at the seams. School and church building programs fall behind. City planning has difficulty keeping up with the need for services like streets, sewers, and zoning.

In this setting of adjustment to economic and social change, Ex-

tension has a unique opportunity and responsibility. Extension can be justly proud of its contribution to technical progress. But with the successful extension of such progress goes the responsibility for facilitating adjustment.

Extension has an educational obligation to the declining numbers of families who farm and are faced with individual and public problems of adjustment. Extension also has an obligation to the rural people who are leaving and to both the declining and growing communities.

Two kinds of public affairs programs can be identified in connection with the public issues raised by agricultural adjustment. The general public needs understanding so they will support programs which effectively come to grips with real problems. They need to be made aware.

Then leaders need information so they may take rational action.

Mass Awareness

Two examples of State programs reflect Iowa's extension effort in public affairs.

The first was the Challenge to Iowa program conducted in 1958 to acquaint people with the nature of adjustment problems. A broad-scale program was inaugurated to reach into as many homes as possible. County staffs were trained and conducted nearly 1,300 meetings attended by just under 40,000 persons.

Immediately following these meetings, a series of six mass media programs was conducted. Seven television stations carried six 30-minute shows, 26 radio stations broadcast six 15-minute tapes and nearly 200 newspapers cooperated. Subject matter presented in these mass media programs was from a series of six "fact sheets" on change as it affects Iowa. Over 30,000 copies of these fact sheets were distributed to individual families, social studies classes in schools, and "self administered" discussion groups.

It is difficult to evaluate the impact of such a program. One staff

(See *Growing Pains*, page 268)

PUBLIC AFFAIRS in the PLAINS

by EVERETT E. PETERSON,
Extension Economist, Nebraska

EDUCATIONAL programs on public affairs in the Great Plains are conditioned by the unique characteristics and problems of this region. The problems determine the policy issues upon which these programs are based. The characteristics of the region largely determine the human and financial resources available to Extension for carrying out these activities.

The Great Plains region includes 10 States: North and South Dakota, Montana, Wyoming, Nebraska, Kansas, Oklahoma, Texas, New Mexico, and Colorado. Rainfall is highly variable from year to year and within any one growing season. The climate includes hot summers, cold winters, strong winds, violent thunderstorms, and severe blizzards. The area has been called "the land of the freeze and the brave."

Physical Characteristics

The region has a level to rolling terrain admirably suited to crop farming but generally lacking in natural scenic beauty and recreational facilities. The soil is productive when adequately watered. Water for irrigation and other purposes is limited, so it must be conserved carefully and used wisely.

The Plains region is a raw-material producing area, mostly of farm products. Principal markets and processing centers are located outside the region. Few opportunities for off-farm employment are available.

The population is widely dispersed over the dry-farming and ranching areas. Providing public services to

these scattered families is an expensive process. Irrigation development creates "humid-area oasis."

These characteristics and changes in farm price-cost relationships have caused irregular and unpredictable cycles of prosperity and economic trouble. In other words, we get hit at intervals with the one-two punch of farm prices that fall and rain that doesn't.

These characteristics make long-range planning exceedingly difficult. Yet long-run planning and reasonable certainty of the outcome are essential to a permanent, prosperous, and progressive family and community life in the Plains region.

Effective adaptation of people and institutional arrangements to Plains conditions requires a better understanding of these characteristics and their associated problems, including our place in the national economy and culture. Also needed are a clarification of goals and more adequate information on the policy choices or means for attaining these goals. This is the challenging task facing extension economists in the Plains States.

Two Types of Programs

Educational programs on public affairs in the Plains States fall in two main categories. Since agriculture is our primary economic activity and wheat is the most important cash crop, considerable effort is devoted to farm surplus problems and programs used or proposed for their solution. Programs on unique Plains characteristics and problems comprise the second type.

Close cooperation of the Nebraska Extension Service and the State ASC and SCS offices in getting out information on the Soil Bank and Great Plains Conservation Programs are examples of public affairs work. Campaign circulars were prepared by the extension economist to explain the purposes, operational features, and advantages and disadvantages of these programs to help farmers decide whether or not to participate. These circulars, used by ASC and SCS in training their own personnel, were distributed to farmers.

The educational job on the Soil

Bank was one reason for selecting Nebraska as one of the States to try out the Soil Bank Bid Plan. And the Nebraska circular on the Great Plains Conservation Program was adopted for use by other Plains States.

Other Problems

Several types of programs have been used in the second category. In 1957, the Colorado Extension Service helped the people of Sedgwick County organize and conduct a series of discussion meetings on the problems, needs, and possibilities of that eastern Colorado community.

In Nebraska, State and regional characteristics, problems and policy choices have been discussed by extension economists at statewide and district meetings of bankers, social service workers, FHA employees and extension workers. A statewide conference of farm, business, industrial, educational, governmental, and professional leaders was organized in 1958 to develop better understanding of the problems and needs of the State and region.

Texas has also had a program of this type. South Dakota, Montana, Kansas, and Wyoming have developed educational programs on taxation.

The regional approach to problems common to all 10 States is just getting started. A Great Plains Educational Program Workshop for State and county extension workers was held in January 1958. It established "guidelines for an educational program that will help insure definite and well-informed action by all concerned with the creation of a stable economy in the Great Plains area." The Great Plains Agricultural Council in 1958 set up a committee to initiate, activate, and coordinate regional extension programs.

This regional approach to extension programs in public affairs work should be further developed and expanded. A Great Plains approach would produce an improved interchange of ideas and information, more adapted and better developed educational programs, less duplication of efforts, and more efficient use of extension manpower.



Development program was started in the Upper Peninsula nearly 3 years ago. At the same time, Michigan State University decided to coordinate all off-campus services, including Extension and Continuing Education, through a district extension center and through county extension offices. Theme of the new program, Better Living By Design, applies to many zoning problems.

Preparing for Changes

Mel Nyquist, Marquette County extension director, has seen rural zoning become a major part of his work. A large air defense base is being developed in the county. Rural supervisors considered the possible impact on their growing tourist industry and on established communities. They saw a need for some kind of development plans and laws to implement them. Fortunately, Nyquist has been successful in motivating some action before "the horse is out of the barn."

He uses slides to convey the intent and purpose of zoning to the people. "It's like building a house," explains Nyquist. "One member of a family can't just take a portion for his room without regard for the others. A plan must be worked out. The same goes for a community."

Other slides show the population growth since 1840 along with the more recent burst of population into rural areas. Slides and color charts illustrate hit and miss developments along water frontages and highways. These visual aids often help encourage people to do something about zoning before it's too late.

Often, however, interest in zoning is triggered by trouble spots. In most such cases, the extension agents put out fires and at the same time encourage people to back up for a fresh look at the overall problem. Then they go through the basic study and educational processes that have proven most effective in building good zoning ordinances.

Such is the case in Delta County, where Director Joe Heirman was consulted because a township board doubted the legality of a recent or-

(See Mapping Future, page 264)

mapping the FUTURE



by **ABRAM P. SNYDER**, *Community Development Specialist,
Upper Peninsula, Michigan*

By the year 2000, an estimated 60 million more acres of recreation land will be used by people seeking views, woods, and streams. This estimate comes from the 1958 Resources of the Future Report.

The Upper Peninsula of Michigan has much to offer the tourist who likes the unspoiled wilderness. Citizens here are interested in developing skills and facilities to make the tourist business profitable and enjoyable.

The future looks good—partly because extension workers are gearing their educational programs to meet the needs and resources of the area. There has been much emphasis on land use planning.

Fourteen townships have adopted zoning ordinances. Thirty more townships are considering future needs and have held meetings preparatory to zoning. And in some areas zoning is being considered on a countywide basis. Extension agents have been primarily responsible for the educational phase of the zoning operations.

In 1958 the county extension direc-

tors engaged in a program of depth training—just as other agents have intensively studied agronomy or dairying—to adapt their skills to the prime needs of their counties. Depth training differs from conventional training sessions in that one to three county workers spend 2 or 3 days with a specialist to "absorb" a storehouse of knowledge about one subject. Dr. Louis Wolfanger, land use specialist, conducted the training.

Resource Inventory

Facts and factors are also obtained from three tourist and resort specialists who are aware of trends associated with zoning. These specialists have been servicing operators in the Upper Peninsula for several years. They have seen the tourist industry develop so that today it brings nearly \$150 million annually into the 15 counties of the district.

A broadened resource base of college specialists is helping county extension personnel answer some of these education requests. A Rural

IDEA GROWS

(Continued from page 258)

cussed and who had the knowledge and interest to take part in half-hour radio panels.

If radio programs were effective, why not try TV panels, too? So the council accepted an invitation to participate in a TV series. Good speakers, who felt at ease before cameras and took time to prepare their discussions, made a success of these half-hour programs. At the end of each program, 10 minutes was devoted to answering questions phoned in by viewers.

Newspaper Support

Local newspaper support played a key role in the program. The council's newspaper chairman visited editors and supplied them stories they wanted. She also tabulated weekly ballots for story information. One daily paper listed radio and TV panel members each week in a box on the front page.

Fact sheets on two Oregon topics spurred interest in the entire program. These were prepared by extension specialists with the assistance of Phil VanSlyck, information director for FPA.

The first fact sheet, *Building Today's Oregon*, was tied to 1959 as Oregon's centennial year. Problems and opportunities in building the State's future were discussed. The second, *What Frontiers in Oregon's Future?*, discussed Oregon and the United States in a changing world.

Further Plans

As Josephine County looks forward to Great Decisions . . . 1960, council members have some new ideas for improving their program. One couple, for example, suggested weekly meetings of group leaders during the series to discuss activities. And the whole council is looking for ways to make ballot returns more meaningful to local people.

Josephine County's outstanding Great Decisions program is built on a foundation of five major steps:

1. Arouse interest among key per-

sons in the community who may serve as a council.

2. Use mass media to localize Great Decisions, tell the story to everyone in the county, and motivate participation.

3. Make person-to-person contacts to locate people who will organize groups.

4. Set a date to start the program in the county so that it can keep the nationwide schedule for Great Decisions.

5. See that group members get fact sheet kits and other materials. From this point, each group will run itself.

Extension Winter School Scheduled in Georgia

Public relations, communications, 4-H, family living, and administration will be among subjects offered at the first winter regional extension school. The school, located at the University of Georgia (Athens), will be in session from February 15 through March 4. The following courses are scheduled: Public Relations in Extension Work, S. G. Chandler, Georgia

Family Problems in Living and Management, J. W. Fanning, Georgia, and E. V. Pope, Federal Extension Service

Effective Use of Information Media in Extension Work, F. P. Frutchey, Federal Extension Service

Principles and Procedures in the Development of 4-H Club Work, Mary Frances Lyle, Federal Extension Service

Communication in Extension Work, O. B. Copeland, PROGRESSIVE FARMER Administration and Supervision in Extension Work, A. E. Durfee, New York.

Book Review

AGRICULTURAL NEWS WRITING by Claron Burnett, Richard Powers, and John Ross, University of Wisconsin Agricultural Journalism Department. Published by Wm. C. Brown Company, Dubuque, Ia. 255 pp.

For both students and instructors, this manual treats the concepts and techniques of agricultural newswriting

in depth. Emphasis is on the audience.

Although of particular value to extension editors and others in agricultural communications training, many county and State extension workers will find it a helpful guide for improving their newswriting. It is full of clear examples on all phases of agricultural newswriting. Basic news-writing techniques, newspaper style, copy preparation, types of stories, sources of information, feature writing, and editorial policy are included. —B. M. Phifer, *Federal Extension Service*.

MAPPING FUTURE

(Continued from page 263)

dinance. A check disclosed that the zoning board had made no provisions for enforcing the ordinance. Michigan's enabling legislation requires that provision for enforcement must be part of the ordinance.

Heirman called in MSU specialists who helped the local citizens revise and correct the ordinance. Heirman sees his job as one of basic education in the principles of government—a much broader effort than just enacting a zoning ordinance.

Preventive Medicine

A county director sometimes plants the "thought" seed in the mind of a county or township supervisor. Soon the township or county board invites the agent to discuss planning and/or zoning at a public meeting. If the idea of proceeding seems desirable to citizens and the governing body, a zoning organization is appointed.

Every Upper Peninsula director has written, spoken, or held meetings to introduce the fundamentals of zoning to his county people. Supporting folders, written on campus, serve as "take home" pieces to be handed out at the meetings.

Rural zoning education is not easy. In fact, it is one of our greatest challenges.

Extension workers are successfully meeting this challenge in the Upper Peninsula. They are helping local people map the future.

Training Leaders in Agricultural Policy

by JOHN O. DUNBAR, *Extension Economist, Indiana*

LEADERS in agricultural policy are thinkers and analysts. They know how the political process works. Every farm organization, every political group, and every community has these leaders.

Other citizens look to these leaders for help in working out sound agricultural policies. And leaders are interested in increasing their effectiveness.

Leaders usually take the problems-alternatives-consequences approach to solving policy problems. They determine what the real problem is, figure out all possible solutions to it, then carefully analyze the effects and consequences of each alternative. On the basis of this information, plus values, they help people make policy choices.

Here's how problems-alternatives-consequences policy leaders' training meetings have been set up and conducted in Indiana for the past decade.

Timing is important. You can't hold the meeting until people become inter-

ested in the issue. After they have made their decision, it's too late.

Invite 75 to 125 leaders to the meeting. Include several who have potential leadership. Obtain leaders from all groups really interested in the issue.

Before conducting the meeting, make a complete analysis of the problem, alternative solutions, and their consequences. Dig out relevant scientific knowledge and facts not commonly known by the group.

Open Discussion

Start the meeting by taking 5 to 10 minutes to analyze the problem. What is the situation which needs to be corrected? Why is it a problem? Will its magnitude increase or decrease? How does it affect the audience?

For example, suppose you're discussing, "What method should be used to reduce crop production in line with demand?" Show how much surplus farm output we have, size of our stor-

age stocks, and how they affect farm prices and incomes.

Next, take 10 to 20 minutes to get an understanding of the alternative policies which can be used to bring about the adjustment. And show all the alternatives. For example, the most commonly suggested ways to adjust farm production are: quotas on marketing of all commodities; across-the-board direct acreage controls; a voluntary land retirement program with payments high enough to draw land out of production; allow competitive forces to shift low returning land out of production; limit capital, labor, or management; and some combination of the above.

The last 30 to 35 minutes of the first hour should be spent in discussing the consequences of these alternatives. Use an easel or blackboard. Get discussion. List what the audience thinks the major consequences would be for each alternative. Write down what everyone says. Don't stop to evaluate until the list is finished.

Then present facts to show the consequences. A good way to do this is to have the information mimeographed in table form. Go through the tables and let the people discover for themselves the information necessary to correct any mistaken beliefs.

Consequences should be in terms of such things as government costs, freedom of the individual, social costs, farm prices and incomes, soil conservation, and other pertinent factors. Stick to facts. The teacher must avoid imposing his values on the group.

Group Huddles

Next divide the audience into discussion groups of 10 to 20. Give them specific questions to answer. Two are enough.

One question can be a key criteria one which the audience can answer in 15 minutes. For example, in meetings on Should Social Security be Ex-

(See *Policy Training*, page 268)



Group discussion is important part of leader training.

AGENT TRAINING

(Continued from page 254)

publics, their interest in this field picks up immediately. Many persons engaged in nonproduction phases of agribusiness are interested, for example, in how cotton support prices affect the export market.

Extension people don't have to know everything about a subject to handle parts of it well. After all, many agents are not experts in soil physics but know solutions for soil problems.

Agents don't decide whether a given government action is good or bad, fair or unfair. Extension help comes in the form of objective discussions of facts, functions of current programs, basic attitudes, contributing principles, related past programs, conflicting issues, market behavior patterns, various alternatives, probable consequences, and the changing nature of the environment.

It is impossible to get full agreement on public issues. Many "human values" are involved and many supporting facts are either unknown or ignored.

Comprehensive and systematic inservice training for agents in public affairs is a must. At present, four regional extension schools are conducting courses in this field and several States conduct their own courses.

Suggested Studies

A training program in public affairs for agents should include the following 12 phases: nature of public affairs; importance of public affairs; historical evolution of public policy; interrelationship of political and economic system and agriculture; interrelationship of public administration and agriculture; interrelationship of interest representation and agriculture; subsidy in agriculture and industry; parity principle; price fixing in agriculture and industry; production controls in agriculture and industry; interrelationship of international power, foreign trade, and agriculture; and agricultural policy in the long run.

Studying these topics, county agents should plan demonstrations

for their counties. After studying the importance of public affairs, agents might plan a stripchart presentation for their county advisory group. They can also help officials of farm organizations with a series of meetings on the role of interest groups in agriculture.

Good practice can be obtained by writing a radio talk, how farmers rate on subsidies. Another opportunity would be an office exhibit to keep local farmers posted on parity prices.

Try a little public affairs education. It's important to you, your people, and your nation.

FARM FORUM

(Continued from page 255)

floor: Why should American farmers trade with the same foreign countries which compete with us? Why are milk prices lower here than in other areas? Should tariffs be lowered or raised? Where and how are farm prices determined? How does the Middle East situation affect farmers in Nobles County?

Panel members answered the questions directly and as completely as time allowed. And naturally enough, some issues were kicked around for quite a while. General reception for the forum was well represented by the Worthington daily in an editorial the next day.

"Although the forum didn't intend to solve any of the problems facing our farm economy, it most certainly did perform an enlightening, informative purpose. Those who were there came home with a host of new ideas. In a democracy, nothing is more important than that people be given the facts on issues of importance."

This resounding endorsement was typical of newspaper and community support for all forums. Nearly 15,000 people have attended the forums since they began, and clippings from weeklies and dailies promoting them would fill a bushel basket.

A few points on forums should be made clear. The forum itself yields only part of the value of this approach. If handled properly, the preliminary work with agents is a training aid. It helps develop an understanding and confidence in this part

of their program. Work with farm leaders on such a forum brings up a chance to establish new contacts and improve relations with these people.

A communitywide forum brings local leaders together and makes them better acquainted with extension work. Followup work by newspaper, radio, television, and word-of-mouth reporting reaches a wide, diverse audience.

FARMERS' INTERESTS

(Continued from page 260)

gram, said never before had the ladies so eagerly entered into discussion.

Extension workers have only begun to give farm people the kind of help they need. Our forum was good, but this is only one avenue of approach.

There is a need for short program outlines (including factual data) that might be used by home economics extension clubs, study clubs, civic organizations, chambers of commerce, and others. Visual aids, or suggestions for making such aids, might be included with outlines. Skits may also be used effectively.

Farm people look to Extension for leadership and help in this field. And in the years ahead, assistance in this field will be of equal or greater importance than that we render in the fields of production, marketing, or homemaking.



Agent Andy Adom (right) worked closely with local people in setting up forum programs. With him is chairman of county council.

Training Tomorrow's Leaders

by RICHARD C. LOTT, Huron County Program Consultant, Michigan

Editor's Note: Mr. Lott had close contact with Michigan public affairs programs as a district extension supervisor. He is now a program consultant in Huron County under the Fund for Adult Education Public Affairs Project.

FAMILIES in the United States spend less of their income for food than those in any other country. Extension has done much to make this possible by helping to increase efficiency in agricultural production.

At the same time, have we been doing an adequate job in public policy education? Have we been training tomorrow's leaders in public affairs?

Extension has been challenged to train public affairs leaders by the Scope Report. So Michigan has been taking a look at its work in this area.

Dr. Paul A. Miller, Provost of Michigan State University and former Director of Extension, expressed concern that few farm leaders have represented Michigan on national commodity committees or in national farm organizations.

Program Aims

Is this due to a lack of emphasis on education in public policy? As a step toward answering this question, we launched a program in public policy with these objectives:

- To inform the people about public policy problems.
- To suggest alternative solutions to these problems.
- To develop leaders who will have a greater desire to participate in public affairs and will assume that responsibility.

Four years ago a program was initiated on Michigan State University campus offering 12 weekly workshops in Public Policy. The morning ses-

sions featured public issues, followed in the afternoon by programs on some phase of technical agriculture or farm management.

Fifty young farmers attended this series of workshops. Some came a distance of 150 miles. They were enthusiastic and found the experience so challenging that they requested similar workshops locally.

In 1957, district workshops were planned in centers conveniently located to six or seven counties. Each county agent selected five to ten young farmers to participate in the sessions. At each session a different topic was presented by a specialist in agricultural economics.

At the final meeting of this series, the members said in an evaluation questionnaire that they wanted more time for discussion. As a result, the following year only one topic was scheduled each day, allowing time for discussion.

By this time, interest was increasing so that workshops were planned for two or three counties instead of six or seven. Attendance varied from 15 to 60 at each of the 18 workshops.

Each group formed smaller discussion groups, selecting a different chairman and secretary at each meeting so that everyone had an opportunity to lead the discussion. And each person had a chance to gain confidence in public speaking as he reported to the larger group.

During the 1958-59 sessions, specialists discussed these subjects: foreign trade, financing school construction, land use trends and zoning, water rights, farm programs, vertical integration, and training for effective leadership.

This year's topics include: agriculture's position in the economy, marketing trends, human problems in a changing agriculture, what lies ahead, and future farm programs.

Extension agents are enthusiastically developing good agricultural lead-

ership to influence future policy. One county director reports that interest is so high his workshop may get too large.

Agents have tried many methods to insure successful workshops. One agent says, "Some folks think they are getting into politics when we mention public policy. We have to clarify the objective of these workshops. And we emphasize the responsibility of every citizen in determining public policy."

Another county builds up interest by building up candidates to attend the workshop. The agent tells them, "You have been selected as a farm leader to have the privilege of attending our workshop in public policy."

Many agents invite representatives of business concerns, chambers of commerce, and labor organizations to the workshops. Then they get opinions and greater understanding of public policy issues among various segments of the economy.

Bonus Results

Several county agents are already reporting results of training these leaders. Some young farmers who have participated have been elected to public office. Others have become officers in county farm organizations. They have a desire to take an active part in community, county, State, and national government and they have a knowledge of some of the problems.

As a climax to the course last year, 46 of the participants flew to Washington, D. C. The group had an opportunity to observe the formation of national policy. They visited the Departments of Agriculture, Labor, and Commerce, attended Congress in session, and each enjoyed a breakfast visit with his Congressman. As a group they met briefly with Secretary of Agriculture Benson and Vice President Nixon.

What about the future? County extension workers in Michigan will no doubt continue to enlarge this program and emphasize leadership training for public affairs. We think our leaders will be convinced that participation in our democracy is a personal responsibility.

TRAINING WOMEN

(Continued from page 256)

personal contact with candidates and party members, and to become active in community politics.

Delegates to past schools have initiated varied community education programs in their home demonstration clubs. A particularly popular project, arranged in almost two-thirds of the 92 counties, was a visit to the State legislature.

Clubs also arranged tours through county offices, where women met their county and local officials. The clubs assisted in arrangements for Federal and State officials to meet their constituents.

You can't weigh enthusiasm, but you can count votes. Ninety-six percent of the members of the Shelby County home demonstration clubs voted in the last election (one member voting for the first time in 21 years!).

Evaluation of an educational program is difficult. But if women of Shelby County are any indication, the annual citizenship school is a huge success.

VOICE OF YOUTH

(Continued from page 259)

"Somerville was one of the first cities to take up an urban renewal project, using matching funds in which the Federal Government grants \$2 for each \$1 invested in programs by the city. But the program was lagging. We decided that if youth got behind the program, we could give it some publicity and perhaps get something going.

"Some statistics on our results are: We got 1,272 people to reseed lawns, plant flowers and trees; 1,200 people cleaned their yards of litter, painted garages, etc. The city was improved considerably and there was recognition of the tremendous potentiality for right action among young people."

Today, more than ever before, American youth are involved in basic issues. They do not need to be motivated by superficial or artificial means. They want to be involved. It is a denial of their right as citizens if they are not involved.

Extension workers should join hands with other youth-serving

groups such as schools, churches, farm organizations, and civic groups to encourage and help youth to take part in public affairs. This is a democratic approach—to harness all forces of society to meet common needs of the community, nation, and world.

GROWING PAINS

(Continued from page 261)

member said, "It would normally have taken several years for such a change in public understanding to take place."

In contrast to this mass effort for public understanding of the challenge of change, in the following winter the effort was aimed at education in depth. Three day-long workshops were held with about 1,500 leaders to help them develop a more thorough understanding of economic growth and social development.

In the winter of 1956, Wright County Director Aaron Bowman decided to hold a series of study group sessions on reorganization of county government. Professors in history and government prepared materials and conducted the study group.

At the end of the study series—armed with new knowledge—the group formed an action committee. This group decided on a course of action. And, in the 1959 session of the legislature, a bill permitting county government reorganization failed to pass by only one vote.

This was a program of genuine, appropriate education considering the nature of a problem and consequences of various alternatives for action. The group—after the extension educational effort—on their own initiative almost achieved a fundamental social change. Undoubtedly the question will be reconsidered in the political process.

Future Outlook

The essence of democracy is representative government supported by informed public opinion. In a complex society characterized by rapid economic growth and social development, public issues change rapidly. The urgency for achieving informed public opinion requires a more effec-

tive system of public affairs education. And the complexity of the problems requires depth in this education as well as speed.

Extension has the organization already mobilized to cope with this task. Through the land-grant colleges, Extension has unique access to understanding the process of economic growth in agriculture and the interrelation of this process with the rest of the economy.

Extension can meet this challenge as effectively as it has other needs in informal adult education. And in doing so, it will help to ease the adjustments in a rapidly changing agriculture.

POLICY TRAINING

(Continued from page 265)

tended to Farmers, the key question was, "Would the Old Age and Survivors Insurance program create more or less regimentation than welfare programs?" Leaders figured out that OASI would regiment them less than relief-type programs.

One question should always be, "Which alternative that we have discussed does your group prefer?" Here is where the audience reaches a decision after combining its values with the facts presented. The teacher contributed the facts; leaders now contribute their values.

Finally, the leaders are brought back together and each group reports its answers. And questions growing out of the group discussion are brought up and discussed at this time. This reporting and discussion lets people take home a general summary of the meeting in addition to their own analyses.

One other important thing—no resolutions are allowed. Passing resolutions is the function of pressure groups and political parties, not of an educational meeting.

Every successful training meeting of this kind gives leaders and potential leaders: a more active interest in public issues, a better understanding of the policies and principles involved, a sound basis for critically examining evidence and for logically arriving at intelligent decisions, and a greater desire to participate effectively in the solution of public problems.

Kentucky Looks at Policy Issues

by AUBREY J. BROWN, Head,
Department of Agricultural Economics, Kentucky

INTEREST in the tobacco program influences much of the educational work on public policy issues in Kentucky. With over 180,000 farms having allotments and with about two-fifths of the cash farm income coming from tobacco, special attention is given to issues related to this crop.

Other issues are treated research-wise and extension-wise, but the "demand" in the policy area is heavily tobacco oriented. Because of tobacco's importance to the State's economy, we have an important obligation to growers and the trade to be prepared as educators to discuss and analyze tobacco issues.

Agricultural policy work in Kentucky is handled by the agricultural economics research and extension staff. Ten men in research and extension contribute part-time to the policy extension program on the basis of the individual's interest in the various subject-matter policy areas.

Research Base

Source materials related to tobacco program issues come mainly from the research program. The accompanying photo shows some of the research publications from which extension personnel draw their material. Extension leaflets also are drawn from this research. Usually they are developed to meet the need for information related to a current issue about which farmers must decide.

One important area of policy work is with the Kentucky Farm Bureau Federation. For the past 7 years, a committee from the State Farm Bureau and the University has listed some of the major policy issues facing farmers and other citizens.

When the policy issues are decided upon, statements are prepared by department members based upon their own research and other in-

formation available. These statements are designed to stimulate thinking, to present both sides of the issue, and to provide analysis of the issues where possible.

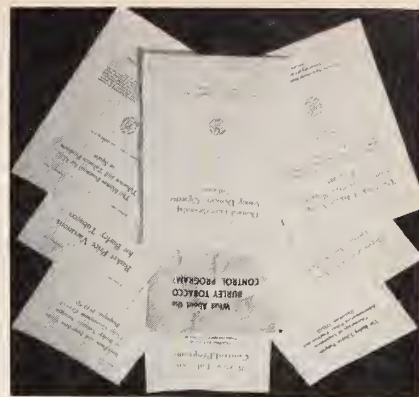
These policy issues are printed in the Federation's monthly magazine. Accompanying the statements are "questions for discussion" developed by the Farm Bureau staff.

For example, the August 1959 issue of Farm Bureau News included: (1) The Farmer's Stake in the Control of Inflation, (2) What's Happened to the Prestige of Agriculture? (3) Should Tobacco Allotments Be Sold or Leased? (4) The Foreign Market for Tobacco . . . How Important Is It? (5) Farmers Have a Big Stake in Taxes and How They Are Collected, (6) What's the Difference Between Parity and Price Supports? (7) Can Government Programs Help Livestock Prices? (8) When Our Children Leave the Farm Are They Well Prepared for City Jobs?

These issues are discussed in Farm Bureau policy development committees in the counties and recommendations made to the State Farm Bureau. District meetings, held by the Farm Bureau and Extension, help train leaders on methods and techniques of discussing policy issues. These leaders in turn lead the policy discussions with county Farm Bureau members.

Several counties have a policy development study group organized by the local extension service. When these groups decide on the policy issues they want to discuss, the county agents seek assistance from the Agricultural Economics Department for subject matter material and discussion leaders. An excellent educational opportunity exists for the expansion of this approach in other counties.

Here's an example of how one pol-



Research publications strengthen extension work in policy areas.

icy issue was handled recently. A proposal was under consideration to change the present acreage control program on tobacco to a combination poundage-acreage control program. A leaflet discussing the pro's and con's of the poundage-acreage measure was written by a research man and an extension man. Visual aids brought out the important differences of the two measures.

At district meetings a member of the agricultural economics staff presented subject-matter material to farmers and farm leaders. Then a discussion period was led by a representative of the Farm Bureau. Some individual county meetings were also held on this topic.

Nonfarm Discussions

Meetings with nonfarm groups to discuss farm policy issues are held throughout the year by department members. Through these meetings, businessmen and consumer groups gain a better understanding of current policy issues.

We continually are impressed by the interest in the policy area and by the willingness of farmers to accept an objective presentation and analysis of the issues. This is particularly significant in discussions of the tobacco program when we realize that the collective decision made by farmers through referendum can have different monetary effects.

We think a good start has been made in our educational program in policy areas. But we are also aware that much remains to be done.



OWNS the WATER?

by FRANK S. ZETTLE,
Adams County Agent,
Pennsylvania

Two dry seasons in a row created considerable interest in irrigation in the fruit belt of Adams County, Pa. And they led us into a public affairs program on water rights.

Underground water supplies in this area are limited. So irrigation water must be obtained from other sources.

Several small streams flow from the mountains through the fruit-growing sections to the general farming and livestock area of the county. Many farmers in the lower areas maintained pastures along these streams and watered livestock from them.

Trouble Brewing

During the first dry season, two large fruit growers put irrigation equipment into operation. One developed small temporary dams in a stream bed from which to pump. When the pump was in operation, all water from the stream was being used.

Two sportsmen's clubs downstream maintained about three miles of this stream as fishing water. And the stream also served as a source of livestock water in the southern part of the county.

The second fruit grower built a 20-million gallon pond and filled it from a small stream. Dairymen also relied on this stream for their livestock water.

These two cases were only the beginning of our water problem. Other fruit growers were installing irrigation systems. Obviously something had to be done to avoid serious trouble between the fruit growers and others using the streams.

The extension public affairs specialist was contacted and a plan of action mapped out. No formal water laws exist in Pennsylvania and no precedent for action had been established. But we felt that if everyone involved understood the problem and all the aspects of water use, a logical approach could be made to the solution.

Water use was broken down into three parts for consideration.

- The physical aspects which relate to supply, rate of use, quality, and sources of water.
- The legal aspects of water use.
- The economic aspects of water use as it pertained to the county situation.

Outside Resources

Next, we planned a meeting to present the three aspects of water and its uses. A panel was selected as the best method of getting the story across. Since the extension staff did not have sufficient background, it was necessary to locate other resource people.

We asked the State Secretary of Forests and Water to cover the physical aspects of water and to present certain economic aspects pertaining to municipalities and industry. He also discussed the water inventory of the State and the trends in water use.

A local attorney, familiar with farm law, presented the legal aspects of water use.

Two local farmers presented the economic aspects. One, a fruit grower

using an irrigation system, was also a director in a large fruit processing co-op. This co-op had been having serious problems in obtaining enough water for its operation. The second farmer had an irrigation system and also was using a stream for livestock water.

The county agent served as panel moderator. An adjournment time was set at the beginning, but time was reserved to discuss thoroughly any questions raised by the audience. After discussion, the subject was summarized and the meeting adjourned.

Action and Reaction

The results were not the kind that hits the front page of the local newspaper. But they were positive. Just before the meeting, a downstream livestock farmer had contacted a lawyer. All the water from the small stream was being diverted into a farm pond.

Following the meeting and before legal action could take place, a new gate was installed and only a portion of the water diverted into the pond. The following year the pond was enlarged to impound water during the winter and spring months.

Another fruit grower, who had been pumping directly from a stream, built a series of ponds for impounding water during periods of surplus. Since the meeting 4 years ago, at least two dozen irrigation ponds have been constructed. In each case, however, they have been bypass ponds and ponds large enough to impound a supply of water during surplus periods.

Several farmers, realizing the need for adequate water legislation, have discussed the situation with their legislators. As yet no legislative action has resulted over water rights. So the problem of who owns the water and how much of it has not been resolved. But the people have learned to share the water and respect each others' rights.

We believe strongly in the philosophy that "in our democracy, once the people have the facts and all the facts, they act wisely and rationally." This is the basis for our county public affairs program.

CITIZENSHIP

(Continued from page 251)

Fortunately, Extension is geared to provide such information. By tradition and experience, extension workers are respected for unbiased presentation and analysis of facts. In technical agriculture and home economics they give tested and practical information based on research.

Extension has a responsibility to handle public affairs education work with the same expertness that characterizes our other efforts. This generally will require training, for many of us do not have adequate background in government, economics, and sociology. In some States, this may involve securing or allocating more resources to do the job in public affairs. In all States, it will require strong administrative backing.

Neutral Ground

Discussions conducted under the leadership of Extension are regarded as just and fair. Properly handled, they are neither pro nor con. They are forums in which all sides are analyzed. The ultimate decision is not Extension's—it is the choice of an informed public. Making sure the public is informed is a legitimate responsibility of extension people willing and able to accept the opportunity.

The matter of bias is frequently raised. This is a real concern. Prejudice can tip the scales of action. We are all inclined to take sides. It is normal.

But the heart of adequate application of public affairs philosophy encourages extension people and others to look before they leap. It develops an analytical attitude toward policy questions. It brings into focus on public affairs a scientific attitude similar to that applied in solving technical questions in agriculture and home economics.

Sources of help and information are available. The land-grant system is well-equipped to provide resources needed in an educational program in public affairs. Other institutions, agencies, and individuals often can make significant contributions. Cor-

relation of the disciplines of politics, economics, and sociology with technical subject matter fields plays an important part in the teaching process when dealing with public policy questions.

Recurring Results

Extension philosophy in public affairs emphasizes that decisions are left to the people. Extension does not expect to provide the answers. It does its best to present known experience, to relate consequences from certain action in comparable dilemmas, and to suggest probable results in the present situation. Extension's task is to develop techniques and skills that work successfully within sound teaching principles.

The word public implies group decisions rather than individual. Individual judgment is tempered by one's fundamental values. So, educational work in public affairs precludes the teacher advocating a course of action. The teacher in public affairs must not only possess tolerance and respect for the values and beliefs of others, he must teach it.

Public affairs education serves rural and urban people alike. No policy program can narrow its sights to a single economic or occupational group.

Outside Influences

Decisions by rural people in groups are profoundly affected by trends in the national economy. Men and women in every segment of the economy realize that every public policy affects their welfare and influences the way they must manage their resources.

The best evidence that Extension can do effective work in public affairs is that it is doing it successfully. Many States are embarked on the program. A new look and greater understanding of its significance should come as we examine our responsibilities to the people we serve.

What we in Extension do in this field should be determined as are our other educational activities. The program should derive from the expressed needs of the people as they examine and analyze their problems, blended with the educational leader-

ship Extension can offer them.

Acceptance of responsibility in public affairs is not something that can be postponed until eight other parts of Scope have been dealt with. It is an essential part of any integrated plan of action. It is a part of the whole. As such it will continue to command time, attention, and reward.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- F 1060 Onion Diseases and their Control—Slight Revision October 1959
- F 1443 Dairy Cattle Breeds—Reprint
- F 2138 Slaughtering, Cutting and Processing Pork on the Farm—New (Replaces F 1186 and L 273)
- L 358 Powder Post Beetles in Buildings—What to do about Them—Revised 1959
- L 452 Replenishing Underground Water Supplies on the Farm—New
- L 453 How to Control Bed Bugs—New (Replaces L 337)
- MB 1 How to Buy Poultry by USDA Grades—New (Replaces G 34)
- The following are obsolete. All copies should be discarded and the titles removed from the inventory list.
- F 1018 Hemorrhagic Septicemia — Shipping Fever of Cattle
- F 1535 Farm Horseshoeing
- F 1903 Sugar-Beet Culture in the Inter-mountain Area with Curly Top Resistant Varieties
- F 2053 Diseases of Cultivated Lupines in the U. S.
- L 303 Southern Farmhouses
- L 304 Control of the Garden Web-worm in Alfalfa
- L 369 Wipe Out Brucellosis
- The following are discontinued but county offices may use any copies they have on hand. The titles should be removed from the inventory list as USDA supplies are exhausted.
- AB 98 Loose-Housing for Dairy Cattle
- F 713 Sheep Scab

Interest Leads to Action

by C. R. JACCARD, Coordinator of Program Planning, Kansas

PUBLIC affairs education for home economics units is a rewarding experience for specialists, agents, leaders, and homemakers.

Leaders know they are expected to take the lessons back to their units. They consider themselves teachers and want to consider the specialist as a capable authority. But leaders may hesitate to accept their responsibility thinking they are not well enough informed. So, the first job of a specialist is to instill confidence while sharing knowledge.

Because a specialist is considered an authority, he must avoid bias in his presentation. We find it helpful to clearly define the issue.

We have a definite pattern for presenting lesson material. This involves presenting the lesson, furnishing handouts for leaders' use, offering a printed statement of what leaders should get out of the lesson, and suggesting how they can present it later. Leaders also know they can expect lesson evaluations later.

Dual Goals

One successful citizenship project was: Freedom Is More Than a Word. The stated objective (what the leaders should get) was to preserve the two-party system, to dignify the politician, and to arouse interest in the Kansas primary.

The primary was our first objective. We leaned on the Bill of Rights in order to promote interest and action.

"We can safely expect our government to provide for us the **RIGHT** to work; the **RIGHT** to fair play; the **RIGHT** to security against old age and unemployment; the **RIGHT** to live in a system of free enterprise; the **RIGHT** to speak or be silent; the **RIGHT** to equality before the law with equal access to justice in fact; the **RIGHT** to education; the **RIGHT** to enjoy life and take part in an advancing civilization.

"But when we ask the government to **SUPPLY** these wants, to **GIVE** them to us, we will pay for that request with our freedom and the abandonment of democracy."

Visuals can boost an audience's absorption of ideas a great deal. But we found that we must be careful to use only props which leaders can duplicate.

They appreciate additional handout material which can be taken to their units. In our citizenship projects, we have two allies to furnish materials. The League of Municipalities offers reports of every legislative session. And the University Center of Government Research supplies numerous items on government action and other politics.

An audience survey led off the section on political party organization, the primary, and presidential elections. This questionnaire served a double purpose. It showed us how much leaders knew about government while stirring up audience participation and interest.

Leaders were asked to name their Congressmen, State legislature representatives, and county elective officers. Of 550 leaders, only one correctly named all the men. Here was an angle well worth teaching.

After the lesson presentation, we drew leaders into further participation through discussion groups. Groups focused on the August primary and what their units could do to get citizens out to vote. Suggestions ranged from baby sitting to running for local offices.

Armed with their own lessons and teaching aids, these leaders presented the information to their units.

Results Rounded Up

As a followup, we questioned a sample of these leaders about their club results. Of 172 reporters, 170 had voted in the primary and 39 were candidates for precinct committeewomen. Seven units reported 100 percent membership voting and 29 units registered over 90 percent of their members as voting.

Other units participated in the primaries by furnishing transportation, clerking at the polls, baby sitting, telephoning, ringing doorbells, writing news articles, discussing voting at other meetings, and speaking at special meetings.

These are only a few of the immediate results that our citizenship lessons have shown. Kansas women developed a greater interest and awareness of their responsibilities to government. We feel satisfied that we made a good start. And leader interest indicates that we can go even farther in this field.